



Belmayne Educate Together Secondary School

Droichead Policy 2023/2024

Introduction

Belmayne ETSS is a Droichead school. The Droichead process is an integrated professional induction framework for newly qualified teachers (NQTs). The main objective of the Droichead process is to support the professional learning of the NQTs during the induction phase, thus laying the foundations for subsequent professional growth and learning for the next phase of their career.

We have a full trained Professional Support Team (PST), who mentor NQTs through the Droichead process. We look forward to working with NQTs to enrich our school culture. For more information, please visit the NIPT website. www.teacherinduction.ie

Purpose

In line with the mission statement above, the purpose of this NQT Induction Policy is:

- To guide the whole school implementation of *Droichead* to support the induction of newly qualified teachers (NQTs)
- To identify the roles and clarify the responsibilities across the school community in support of *Droichead*
- To identify the protocols underpinning the *Droichead* process in the school
- To identify the documents in support of the process

PST Responsibilities at Belmayne Educate Together:

PST Team:

Ashling Kenevey
Sandra Hanaphy
Dan O'Grady

To guide a PST in its role, some suggested responsibilities are identified below. While responsibilities relating to support and mentoring relate to all team members, a PST may designate some of the other responsibilities to identified individuals within the team.

The PST's responsibilities are neither exhaustive nor prescriptive and will be reviewed in light of experience. Responsibilities directly relating to support and mentoring relate to all team members while other responsibilities are designated to a named team member. The PST at BETSS recognise that it is also important that these agreed responsibilities are communicated to the NQT at the earliest opportunity.

In support of a NQT's *Droichead* process, the PST will invite the wider school staff to provide opportunities for the following:

- Co-planning
- Co-teaching

- Sharing of resources
- Engaging in professional conversations
- Facilitating class observation

The PST at BETSS will share its role and agreed responsibilities with the NQT at their initial meeting.

Supporting a newly qualified teacher during *Droichead* is always a collaborative process, although the roles and responsibilities of PST members may vary in different school contexts, and are therefore agreed before the *Droichead* process commences at BETSS.

Responsibilities include:

- To liaise with the PST members regarding inputs to staff on the *Droichead* process
- To engage in action planning with the NQT in relation to *Droichead* standards
- To co-ordinate the induction plan and activities
- To organise *Droichead* Release Time for induction activities
- To brief school staff, parents and Board of Management on the nature and purpose of the school's involvement in *Droichead*
- To ensure the *Droichead* Outline is current for each NQT
- To provide professional and pedagogical support for the NQT
- To support the PST members and NQT/s
- To outline the PST's role at the initial meeting
- To liaise with other staff members in relation to opportunities for the NQT to visit/observe in their classrooms and work alongside them
- To enable and empower the NQT to seek/source answers to questions
- To brief the NQT on the nature and purpose of the *Droichead* process within the school
- To provide support for planning and preparation for teaching and learning by NQTs
- To establish clear boundaries for the PST/NQT relationship

- To clarify school policies and procedures for the NQT
- To invite teachers to be a member of the school PST
- To attend *Droichead* professional development
- To work in partnership with the NQT in the classroom e.g. observation and discussion
- To liaise with the NIPT Associate/RDO
- Where practical, to liaise with other schools in the area for the purposes of observing and sharing practice
- To accept and give feedback in a constructive, open and professional manner
- To co-ordinate the overall *Droichead* process in collaboration with the PST members and the NQT, including communicating meeting schedules and agendas and the co-ordination of *Droichead* Release Time
- To keep records including copies of timetables and substitution records as well as induction plans, as part of the *Droichead* process
- To form a consensus in relation to the joint declaration and sign Form D, if appropriate
- To co-ordinate the conclusion of the *Droichead* process with the NQT and other PST members
- To ensure that the *Droichead* process is carried out appropriately in the school and to develop, monitor and review a whole-school policy on induction

Legal Framework

This Induction Policy has been informed by the following:

- The Education Act (1998)
- The Education (Welfare) Act 2000
- The Code of Professional Conduct for Teachers (2nd Edition) 2012
- *Droichead*: The Integrated Professional Induction Framework 2017
- Teaching Council's Transitional Arrangements Post-qualification Professional Practice Conditions 2017/2018 2018/19
- Post-qualification Professional Practice Procedures and Criteria 2018.19
- Children First Act 2015 and DES Child Protection Procedures for Primary and Post-Primary Schools 2017
- Safety, Health and Welfare at Work Act 2005
- Looking at our School 2016
- General Data Protection Regulation (GDPR) 2018

Droichead Process

When the NQT has completed the *Droichead* process, the Teaching Council then removes the *Droichead* condition from the teacher's registration. The teacher will be fully registered by the Council when all registration conditions (e.g., Irish Language Requirement, qualifications shortfall conditions) have been deemed by the Teaching Council to have been met.

When an NQT is employed in a participating school and for the minimum period of professional practice, they apply for the *Droichead* process via the 'My Registration' portal on www.teachingcouncil.ie. An email confirmation is issued to the NQT from the Teaching Council confirming that they have applied for the *Droichead* process. This record should be retained, to be submitted with a completed Form D.

There are two key strands of the *Droichead* process as an integrated induction framework for newly qualified teachers. The first strand is a school-based induction one (Strand A), through which the NQT is supported by experienced colleagues. The second strand is made up of additional professional learning activities (Strand B), which involves attendance at NQT cluster meetings in local education centres, and one other professional learning activity, related to the needs of the NQT. Typical learning activities might be, for example, participation in a workshop, a meeting of a Teacher Professional Network/subject association, an online/blended learning activity, attendance at a conference, Féilte, etc.

The Teaching Council has set out the following standards to support the *Droichead* process, in guiding the NQT, with the PST, in relation to their professional learning and practice.

Through their engagement in the <i>Droichead</i> process, the NQT will:	Indicators of Good Practice The NQT will have:	School Context Examples
Standard 1: have engaged professionally with school-based induction and additional professional learning activities	taken a proactive approach to his or her own learning and to reflection on his or practice	<ul style="list-style-type: none"> ● Take part in induction day for new teachers ● Reflect with the PST on lessons, observations and planning ● Actively seek advice/support and implement it
Standard 1: have engaged professionally with school-based induction and additional professional learning activities	participated constructively in a broad range of professional experiences	<ul style="list-style-type: none"> ● Participate in professional conversations in an honest and open manner at school level ● Engage in focussed observations and action planning ● Complete additional professional learning activities and share reflections, thoughts and possible concerns with the PST ● Actively participate in and contribute to staff meetings and become familiar with school initiatives e.g. Ethical Curriculum, Yellow Flag, Green Flag ● Participate fully and assist in the implementation of actions arising from staff meetings etc. ● Participate in subject department planning ● Liaise and plan with Learning Support / Resource teacher ● Become familiar with and follow school procedures ● Enable inclusion in the classroom ● Identify areas needing development for their own professional learning, and agree action plans to include review date
	worked well as part of a team and contributed to the	<ul style="list-style-type: none"> ● Work with teaching colleagues in the interests of sharing, developing and supporting good practice and maintaining the highest quality of educational experiences

	professional conversations with the PST	<ul style="list-style-type: none"> ● Plan and contribute to class group planning (schemes of work) ● Team Teaching ● Participate fully in staff meetings ● Be honest and open during professional conversations (pre/post-observation) and action planning ● Collaborating with colleagues
Standard 1 (cont'd): have engaged professionally with school-based induction and additional professional learning activities	engaged fully in the life of the school commensurate with his or her stage on the continuum of teacher education	<ul style="list-style-type: none"> ● Actively participate in staff meetings ● Attend all PST meetings ● Participate in school based PD ● Promote good and courteous behaviour in the classroom and around the school in line with the school's Code of Behaviour ● Take an active part in school activities such as school outings, assemblies, Maths Week, <i>Seachtain na Gaeilge</i>, assemblies etc. ● Volunteer for sub-committees where appropriate, e.g. Student Council, Green Schools
	sought and availed of opportunities to observe and work alongside other teachers, and sought and availed of support and engaged with constructive feedback from the PST	<ul style="list-style-type: none"> ● Be open to and participate in co-teaching when appropriate ● Engage in observation of experienced teachers classroom practice adhering strictly to confidentiality protocols ● Identify and prioritise areas of focus for observation and seek opportunities for same ● Engage in focussed observations and discussion of classroom practice by PST ● Show evidence of self-learning ● Engage in professional conversations with the PST, identify areas needing development and agree action plans to include review date ● Implement changes agreed in Action Planning ● Share short and long term plans and take advice on board when appropriate ● Cooperate fully with induction activities and Droichead Outline Plan ● In a context of mutual respect, be open and responsive to constructive feedback regarding practice and, if necessary, seek appropriate support, advice and guidance ● Show evidence of being a reflective practitioner

<p>Standard 2: have shown their professional commitment to quality teaching and learning for their pupils/students</p>	<p>engaged in long-term and short-term planning, and practised in line with school policies (in particular homework, assessment and other relevant teaching and learning policies) and the relevant national curriculum/syllabus or specification</p>	<ul style="list-style-type: none"> ● Long term and short term plans are developed and prepared in line with the Subject Syllabus and Subject Guidelines/ Specifications ● Short term planning contains learning outcomes and intentions which are specific, measurable, attainable, realistic and time framed. ● Subject planning with teachers at similar class levels informs teacher’s practice ● Planning addresses differences in students’ abilities, backgrounds and learning styles ● Planning is informed through collaboration with the SEN team ● Planning includes a range of assessment methods ● Progress records are maintained in line with school policy ● An appropriate range of resources which are matched to the learning intentions and learning activities are prepared. ● The teacher accepts primary responsibility for the progress of all students and collaborates with support teachers in planning for the needs of individual students
<p>Standard 2 (Cont’d): have shown their professional commitment to quality teaching and learning for their pupils/students</p>	<p>used a range of appropriate teaching methodologies, resources and assessment techniques commensurate with his or her stage of development</p>	<ul style="list-style-type: none"> ● An appropriate range of teaching methodologies are used ● Teaching methods are appropriate and relevant to the students’ learning needs ensuring progression in students’ learning. ● Content of lessons is appropriate to level of students’ development. ● An appropriate range of suitable resources is used to support teaching and learning. ● An appropriate range of assessment methods are used (See A-Z Assessment on www.teacherinduction.ie) ● Self-reflection is used as a tool to inform choice of appropriate teaching methodologies. ● The students are motivated and enjoy learning ● Teacher provides support and guidance to help students achieve expected learning outcomes and intentions ● The teacher uses assessment outcomes to modify teaching methods, pace and content ● Show evidence of trying to meet the needs of the students ● Show evidence of referral to the syllabus/specification/subject plan

<p>Standard 2 (Cont'd): have shown their professional commitment to quality teaching and learning for their pupils/students</p>	<p>structured and paced lessons appropriately</p>	<ul style="list-style-type: none"> ● The teacher shares the learning intentions with the students ● Lessons are well prepared with the aim of achieving predicted learning intentions ● Lessons are structured (introduction/development/conclusion) and include opportunities for development of concepts and skills ● Lessons are paced appropriately ● Time is managed to allow for direct teaching and active participation ● Adjust plans to meet the needs of their class to ensure quality teaching and learning
	<p>provided for differences in pupil/student abilities, backgrounds and learning styles</p>	<ul style="list-style-type: none"> ● Lessons provide appropriate challenge for a range of students in the class ● Content, approaches, learning tasks and activities are differentiated to meet the needs of the range of students' ability ● Students are encouraged to seek help when needed ● The teacher monitors the development of each student's learning and provides additional attention and support as necessary ● The teacher works well with SNAs to support the learning of individual students
	<p>covered an appropriate range of material</p>	<ul style="list-style-type: none"> ● Build new content on previous learning and take account of the students' learning environment ● Material covered in each lesson is appropriate ● The students display evidence of progression
	<p>demonstrated good communication skills</p>	<ul style="list-style-type: none"> ● The teacher displays strong and supportive relationships with the students and colleagues ● The teacher has a confident presence in the classroom ● Language appropriate to the subject, age and ability of the students is used and explanations are clear and age appropriate. ● Written and spoken questions, directions and instructions are clear ● Students are taught and encouraged to respond appropriately to questions and directions ● The teacher actively promotes the students' communication skills, self-esteem and self-confidence

	demonstrated good classroom management skills	<ul style="list-style-type: none"> ● The teacher promotes good behaviour through appropriate management systems and in line with school Code of Behaviour ● The teacher cultivates a caring relationship with students through appropriate use of encouragement, praise and positive feedback ● High expectations of quality student engagement in learning are expected ● Students engage purposefully in learning activities ● An attractive, stimulating learning environment is created through seating/displays ● Classroom and resources are well organised, accessible and used effectively
Standard 2 (Cont'd): have shown their professional commitment to quality teaching and learning for their pupils/students	engaged with all of the school community, including parents, in a respectful and courteous manner, having due regard for the values and standards set out in the Code of Professional Conduct for Teachers and for the school's Code of Behaviour, Child Protection Procedures and other relevant policies	<ul style="list-style-type: none"> ● Be familiar with the Designated Liaison Person and Designated Deputy Liaison Person ● Abide by the Code of Professional Conduct for Teachers ● Plan and prepare for all meetings with parents and record as appropriate ● Be familiar with main school policies, and comply with same, including Code of Behaviour, Anti-Bullying, Health and Safety, Homework, etc. ● Comply with Child Protection policy, procedures and practices within the school to ensure students' safety and welfare ● Engage with all school personnel, secretaries, caretaker and cleaning staff in a respectful and courteous manner ● Communicate effectively with parents and colleagues with regard to students' achievement, behaviour and well-being in a manner that is professional, collaborative and supportive ● Engage with outside agencies where appropriate ● Shows a duty of care to students at all times
	supported, guided and motivated pupils/students towards the achievement of quality learning outcomes, including written work	<ul style="list-style-type: none"> ● High expectations are set for the students, in line with their learning styles and abilities ● Provides contexts for learning that are challenging and enjoyable, and encourages, motivates and affirms students in their learning ● Gives students regular feedback, both orally and through accurate marking and encourages students to respond to the feedback

		<ul style="list-style-type: none"> ● Sets goals that stretch and challenge students of all backgrounds, abilities and dispositions ● Provides opportunities for students to engage in a range of learning experiences including active, cooperative and discovery learning and discussion ● Maintains student records and assessments ● Has systems in place for motivating the students ● Ensures that students, including those at risk of underachieving, are attaining well and make good progress relative to their prior levels of achievement ● Assigns and monitors appropriate written work, including homework in line with school policy ● Strives to enable the development of a range of skills including the students' intrapersonal/interpersonal skills, their higher order and critical thinking skills and enables the development of their ability to apply these skills
<p>Standard 2 (Cont'd): have shown their professional commitment to quality teaching and learning for their pupils/students</p>	<p>demonstrated an ability to exercise professional judgement in dealing with a range of issues and situations</p>	<ul style="list-style-type: none"> ● Informs the principal of any issues that may arise ● Completes an accident/incident report where necessary ● Prioritises students' safety ● Manages classroom discussions and interactions sensitively and effectively ● Acts professionally by maintaining confidentiality and keeping in mind the dignity of the student and his/her family ● Makes informed decisions when faced with unexpected situations in the classroom and school environment ● Has an appropriate understanding of the needs of all students, including those with special educational needs; those of high ability; those with EAL; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them ● Has regard for the need to safeguard students' well-being in accordance with Child Protection policy, procedure and practice within the school ● Takes responsibility for improving teaching through ongoing professional development, responding to constructive feedback regarding their practice, seeking appropriate support, advice and guidance as necessary ● Engages professionally with learning support teachers, resource teachers and colleagues in order to inform oneself of the needs, capabilities and goals of all students

<p>Standard 3 Have engaged in reflective practice that supports their professional learning and practice, both individually and collaboratively</p>	<p>taken a proactive approach to his or her own learning and to reflect on his or her practice</p>	<ul style="list-style-type: none"> ● Reflect with the PST on lessons, observations and planning ● Engage in the process of portfolio-based learning ● Identify and plan for areas in which they may need further support or guidance ● Identify key learning moments from additional professional learning activities ● Actively seek advice/support ● Be willing to engage with courses
	<p>actively engaged with colleagues in the context of the school as a professional learning community, and sought their guidance and support when necessary</p>	<ul style="list-style-type: none"> ● Is willing to seek advice ● Is willing to team teach ● Contributes to staff meetings if necessary ● Takes responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues ● Develops effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support ● Liaises with SEN team with regard to children with SEN ● Engages with School Self Evaluation 2016-2020, Looking at Our Schools 2016, A Quality Framework for Post-Primary Schools (LAOS), and any other school improvement processes
	<p>engaged in the creation and development of <i>Taisce</i>. As a self-directed learner, and to support reflective practice, recorded key learning moments and insights from the <i>Droichead</i> process</p>	<ul style="list-style-type: none"> ● Identify key learning moments and insights throughout the <i>Droichead</i> process for your <i>Taisce</i> ● Is willing to share relevant items from their <i>Taisce</i> with the PST as a focus for the professional conversations

Protocols

This policy adheres to the protocols identified in the *Droichead – The Integrated Induction Framework*, Teaching Council, March 2017. This policy is specifically supported by the following sections:

- Professional conversations: p. 5

- Observation: p. 5
- Maintaining records of the *Droichead* process: p. 6
- Concluding the *Droichead* process: p. 7

This policy is part of a suite of documents to support *Droichead* in the school. These documents include:

- *Droichead: The Integrated Induction Framework*, Teaching Council, March 2017
- Teaching Council Standards (accompanied by our customised Indicators and Examples of School Context)
- PST Roles and responsibilities
- *Droichead* Outline drafted by the PST and finalised with NQT input
- Needs Analysis/Induction Plan – updated regularly in collaboration with NQT

Duration of professional practice required

Professional practice includes school placement (10 weeks) during initial teacher education and (ii) post-qualification practice. The *Droichead* process 2016/2017 which fulfils the post-qualification professional practice requirement, has been modified to take into account the extended school placement during initial teacher education. A post-primary teacher must complete 200 hours' teaching employment in an eligible setting to include the teaching of a post-primary curricular subject(s) to a designated class on the school's timetable, or employment in a learning support, special needs or language support position.

Observations

Observations are also a key feature of *Droichead*. This includes observations by the NQT of more experienced teachers' practice, as well as observation of the NQT's practice by the PST. Both types of observations are arranged in advance, and provide NQTs with opportunities to learn from their fellow professionals. Observations by the PST of the NQT's practice should focus on areas where the NQT feels that they need particular advice, help and support. The NQT should therefore be encouraged to teach in an area where they feel their learning need is greatest. This can then provide the basis for a subsequent professional conversation. It is recommended that there would be at least two of each type of classroom observation (observations by the NQT, and observations of the NQT's practice), and that the exact number, and the classes observed, should be based on discussions between the NQT and the PST.

Taisce – Portfolio-based learning

Portfolio-based learning is an important process to support the NQT in engaging in these professional conversations. The Council uses the term Taisce, (Irish for treasure trove) to refer to this process of portfolio-based learning. Engaging in the process of portfolio-based learning enables the NQT to reflect on their professional learning in a way that suits them and identify and plan for areas in which they may need further support or guidance.

Self-Evaluation

The PST are constantly monitoring and reviewing the supports they provide to NQTs at BETSS. The PST ensure to align SSE targets with the support on offer to NQTs. A needs analysis takes place at the beginning of the NQT's *Droichead* process. This helps to inform the NQTs *Droichead* Outline Plan and is reviewed regularly. Regular consultation takes place between the participants throughout the year and a review of the *Droichead* process takes place at the end of the year. The PST annually review the supports on offer, the progress made on goals set previously and any outstanding areas are discussed.

Data Protection

All data will be kept in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Policy of BETSS.

Policy Review

This policy was adopted by the Board of Management on _____ [date].

This policy has been made available to school personnel and published on the school website. A copy of this policy will be made available to the Department and the patron if requested.

This policy and its implementation will be reviewed by the Board of Management once in every school year. Written notification that the review has been completed will be made available to school personnel and published on the school website. A record of the review and its outcome will be made available, if requested, to the patron and the Department.

Signed: _____
(Chairperson of Board of Management)

Signed: _____
(Principal)

Date: _____ Date: _____